

E B ELLINGTON ELEMENTARY

5600 Ellington School Road
Ravenel, SC 29470

GRADES PK-6 Elementary School

ENROLLMENT 305 Students

PRINCIPAL Karen M. Hollinshead-Brown 843-889-9411

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	13	59	51	3

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004	Average	Good	Yes

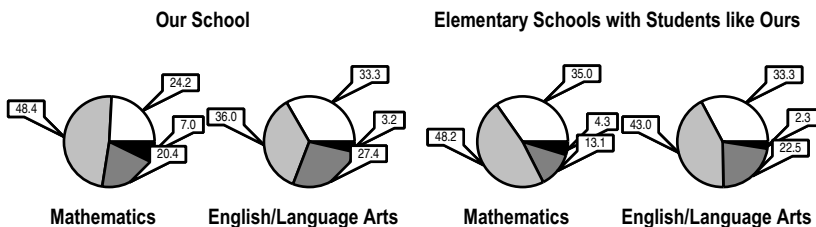
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

74.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	197	100.0	33.3	36.0	27.4	3.2	39.8	Yes	Yes
Gender									
Male	119	100.0	40.4	33.0	26.6	0.0	33.0		
Female	78	100.0	23.4	40.3	28.6	7.8	49.4		
Racial/Ethnic Group									
White	30	100.0	14.8	44.4	40.7	0.0	48.1	I/S	I/S
African-American	156	100.0	37.2	34.5	25.0	3.4	37.2	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	160	100.0	32.5	33.8	29.8	4.0	43.7		
Disabled	37	100.0	37.1	45.7	17.1	0.0	22.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	197	100.0	33.3	36.0	27.4	3.2	39.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	197	100.0	33.3	36.0	27.4	3.2	39.8		
Socio-Economic Status									
Subsidized meals	180	100.0	34.3	36.1	26.6	3.0	39.1	Yes	Yes
Full-pay meals	17	100.0	23.5	35.3	35.3	5.9	47.1		

Mathematics - State Performance Objective = 15.5%									
All Students	197	100.0	24.2	48.4	20.4	7.0	41.9	Yes	Yes
Gender									
Male	119	100.0	25.7	55.0	11.9	7.3	36.7		
Female	78	100.0	22.1	39.0	32.5	6.5	49.4		
Racial/Ethnic Group									
White	30	100.0	18.5	44.4	29.6	7.4	55.6	I/S	I/S
African-American	156	100.0	24.3	49.3	19.6	6.8	39.2	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	160	100.0	21.2	47.0	23.8	7.9	47.7		
Disabled	37	100.0	37.1	54.3	5.7	2.9	17.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	197	100.0	24.2	48.4	20.4	7.0	41.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	197	100.0	24.2	48.4	20.4	7.0	41.9		
Socio-Economic Status									
Subsidized meals	180	100.0	24.9	48.5	18.9	7.7	41.4	Yes	Yes
Full-pay meals	17	100.0	17.6	47.1	35.3	0.0	47.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	54	100.0	30.8	42.3	25.0	1.9	26.9
	Grade 4	51	100.0	38.8	42.9	18.4	N/A	18.4
	Grade 5	57	100.0	61.1	27.8	11.1	N/A	11.1
	Grade 6	52	100.0	47.9	41.7	10.4	N/A	10.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	38	100.0	18.4	34.2	44.7	2.6	47.4
	Grade 4	53	100.0	22.6	34.0	37.7	5.7	43.4
	Grade 5	50	100.0	53.2	38.3	8.5	N/A	8.5
	Grade 6	56	100.0	35.2	42.6	18.5	3.7	22.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	54	100.0	34.6	38.5	23.1	3.8	26.9
	Grade 4	51	96.1	31.9	48.9	12.8	6.4	19.1
	Grade 5	57	100.0	38.9	50.0	9.3	1.9	11.1
	Grade 6	52	96.2	21.7	47.8	30.4	N/A	30.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	38	100.0	10.5	63.2	18.4	7.9	26.3
	Grade 4	53	100.0	5.7	56.6	24.5	13.2	37.7
	Grade 5	50	100.0	53.2	38.3	8.5	N/A	8.5
	Grade 6	56	100.0	25.9	37.0	31.5	5.6	37.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 305)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	4.6%	Up from 0.3%	3.5%	2.7%
Attendance rate	96.0%	Up from 94.3%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.7%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	11.2%		5.8%	3.5%
Eligible for gifted and talented	6.3%	Up from 3.6%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.8%	Up from 9.7%	8.0%	8.2%
Older than usual for grade	7.9%	Down from 35.6%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	39.1%	Up from 34.6%	48.4%	51.4%
Continuing contract teachers	78.3%	Up from 53.8%	80.0%	87.5%
Highly qualified teachers**	88.9%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	18.2%		3.4%	0.0%
Teachers returning from previous year	70.5%	Up from 61.8%	82.8%	86.7%
Teacher attendance rate	95.3%	No change	94.7%	94.9%
Average teacher salary	\$38,000	Up 8.4%	\$39,648	\$40,760
Prof. development days/teacher	13.4 days	Up from 12.7 days	13.5 days	12.4 days

School				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 16.5 to 1	17.2 to 1	18.9 to 1
Prime instructional time	90.4%	Up from 89.1%	89.0%	90.0%
Dollars spent per pupil*	\$6,136	Up 9.1%	\$7,003	\$6,044
Percent of expenditures for teacher salaries*	60.5%	Down from 63.0%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.8%	Up from 78.6%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

With the valuable assistance from my staff and the School Improvement Council, this report has been developed to share with you our challenges and our successes. To address our concerns in the area of reading, we will continue to implement Pat Cunningham's Four Blocks Instructional Model and provide trade books for all students in order to help build home libraries and promote reading. We will also continue to utilize the Accelerated Reader Program, Reading Soul Mates, and home reading programs as school-wide initiatives for our students. All teachers in grades third through six participated in a reading course which was taught by a literacy coach that was provided by the Department of Education. Strategies from this course were implemented in the classrooms throughout the year. In order to show gains in math, our teachers will receive continuous training in our math series which aligns the state standards to our curriculum. To help our students improve in their writing skills, all teachers received training in the Write Traits Model, which is implemented across the curriculum.

In addition to implementing the strategies described above, Ellington will work with Edison and Co-nect in order to improve student achievement. The components of these models include leadership, professional development, alignment of curriculum standards, and student assessment. Finally, the teachers will be provided with methods and strategies that are based on scientific research. We are confident that our students will continue to show gains on PACT because of our instructional focus and our rigorous staff development opportunities that are conducted throughout the year.

We are encouraged by parental support. We ask that you continue to encourage your child to do his or her best. Please support us by making sure homework is completed and returned, students come to school with the proper supplies, and you have discussed with your child what they did in school. Read to your child daily and let your child read to you. It will make a difference. It takes all of us working together to make a difference in your child's education. Call or come by to see us in action. Our doors are always open and you are always welcome.

Karen M. Hollinshead-Brown
Principal

James Fludd
SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	44	28
Percent satisfied with learning environment	78.9%	84.1%	85.7%
Percent satisfied with social and physical environment	78.9%	79.5%	85.7%
Percent satisfied with home-school relations	36.8%	86.4%	75.0%

*Only students at the highest elementary school grade level at this school and their parents were included.